

unless the foul was committed by a member of the defending team inside its own striking circle, in which case a short corner is given.

3. Out-of-bounds.

- (A) When the ball goes over the side line of one player --- a roll-in.
- (B) When attacking team sends ball over goal line without score - 25 yd. line ball.
- (C) When the defending team sends the ball over its own goal line --- long corner (if done on purpose - shot).

III Scoring.

1. A goal is scored when the ball is hit by a member of the attacking from inside the striking circle, and the ball goes into the goal cage.
A goal scores 1 point.

IV Points for forwards to remember.

1. Stay on a line with other forwards.
2. Keep your own position on the field.
3. Pass diagonally ahead.
4. Shoot under you get into the circle and follow up your shot.
5. Wings stay out of the circle. Centre the ball at about 25 yd. line. When the ball is in the circle, come in toward the edge of the circle.

6. Go back toward your own goal to about 25 yd. line.
7. Try to run toward the opponents' goals when receiving a pass.
8. Dribble the ball until an opponent advances to tackle.
9. Don't forget there are 4 other players playing with you.
10. Keep away from ball when another member of your team is playing it.

IX Points for defense players to remember.

1. Each defense player is responsible for one forward on opposing team.
Left Half right wing.
Left full right inner.
Right Half left wing.
Right full left inner.
Center half centre forward.
2. Take free hits & roll-ins quickly
(Generally taken by $\frac{2}{3}$ -back)
3. Keep your position on the field. Tackle only your opponent.
4. Clear the ball toward the side line.
Don't pass across in front of your own goal.
5. Pass diagonally.
- 210
6. Halfback, back up your own forward line when one of them has the ball.

1. One full back should always be back in a covering position.
2. Goalie should use her feet on the ball.

L.W. (RH) (R.F.) (C.H.) (G) (L.H.) (L.F.)

(L. Halfback)
(L. inner) (C. Tow) (R. I.) (R. Wing)

C. H.

(R. H.)

(L. F.)

(R.W.) (R.I.) (C. F.)

(L.I.) (L.W.)

= forward
line. Travel to
red goal

(R. Fullback)

Line up of 2 teams for a long corner

Red = attack

Blue = defense.

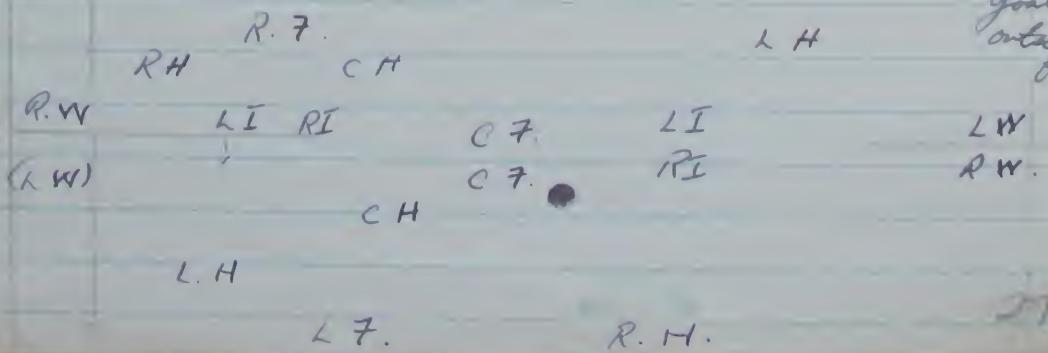


G

(L.F.)

Note:

Red full-
back is
nearer the
goal or on
outside of
field.



Theory of Play.

- I Development within last 50 yrs.
 - a) Changes.
 - b) Problems.
- II Institutions which contributed to present day play-meets.
 - " Objectives of play & recreation.
 - A) Attitudes
 - B) Character,
 - C) Intermediate, immediate, remote objectives
 - " Bally.
 - a) Characteristics
 - b) Dominant interests.
 - c) Activities - individual & group & reasons for it.
 - d) Value of group activities.
 - " Growth of team games.
 - i) Peggy 9-12.
 - a) Characteristics
 - b) Interest.
 - c) General characteristics of program for her
 - d) Activities - Individual, group, team
 - e) Reasons why she is not ready for organized team games.
 - f) Values of less organized team games.
- III How Age & Sex influence Play.
 - a) Physiological }
 - b) Social } Conditioning.
 - c) Functional }
 - d) Differences in way which boys & girls play.
 - " Alice 12-13-14, 14-17.
 - a) Three types.
 - b) Characteristics of 3 types.
 - c) Need for activity at this age. 272
 - d) Importance of social game, team & group activities.

VII Beatrice + Ida.

- (A) Types of physical ability & interest.
- (B) Reasons why these girls come for activity.
- (C) Effects on program planning of
 - 1. Home.
 - 2. Education.
 - 3. Physical Condition.
 - 4. Age.
 - 5. Recreational Background.
- (D) Activities.
- (E) Importance of careful planning.
- (F) Values of Activity.

VIII Martha.

Theories of Play.

Surplus Energy Theory:-

Children blow off steam Schiller ^{Similes}
1st man to put forth theory 1760-1800. Ablest
expenditure of exuberant energy Animals work
when need food & protection, after if they have
energy they play. Birds sing because of
excess energy. Similes - (criticizes.) Similes play
lowest type - complete idleness but not found
often. Educators criticized his word surplus
because kids play when they are tired.
Given a chance they play all day long.
Shiller - said kids free from making living
so.. play. No work - excess energy.

Spencian Theory. - Same as Schiller
and more added - Instinct - because kids
have natural instinct for play Imitative
forms of plays from adults. Better fitted
for adult life. Close relationships set -
off & play because reights of these
forms are connected with maintaining
necessities of life. Compensation for
expression.

Recreation Theory:-

Play for recreation for
occupation rather than business or
necessity. Lord Kames said:- Play
necessary for man in order to refresh
himself after labour. Based on certain
principles - O certain and ^{of rest} necessary
but play is more useful than complete ^{rest} idleness.

Prof Lazarus Berlin U. - activity may not be different from everyday work. Still may be enjoyed after work.

Relaxation

H. W. Patrick. Common occupation today call for concentrated mental effort, use of small muscles, acquired within recent times for development of man. more fatiguing than old forms of art & results in nervous disorders. Big muscle easier because rationally old. Maintains

Kids take play because brain tired not as highly dev. as adults. Baseball, etc pop. because take in rationally old forms of play. Doesn't arouse same enjoyment as mental play. Theory mainly to adults play.

Instinct Practice Theory

Gross supports this theory. Play so imp. for child dev. of adult life that nature provides long period of immaturity for play. Children young as could play. Play arouses from appearance of "imp instinct before there is serious need for us". Shows dif. between higher animals & insects. H. animals long

Maintained kids learn in childhood what helps them in adult life. Criticized. If learn co-ordination skills, to fit physically in adult life then true. Kids have to be leaders & follow, to get along fitting for adult life.

Recapitulation Theory:-

By Stanley Hall. — Based on belief present play is result of older habits & spirits of past ages persisting in C. forms to-day. Kids when play re-enacting certain ^(serious) act. of ancestors. Kids pass this series of stages which refine cultural epochs in develop. of man. as: ① Animal ② Savage ③ Nomad ④ Tribal. During ^{the} stages passes this takes part in act. which are serious in these cultural epochs. If participated in all their life, freely, they will be tired & won't play in adult stages. Not wholly accepted.

Mason & Mitchell - P. 64. Self-expression of Theory of Play.
See: Play & Education.

Leptodora

will be one of many
and the same goes for